Wisconsin Educator Curation Project

Open Education Resource Curation Practice Activity
Math

Welcome and Purpose

The purpose of this training is to provide a practice activity to successfully curate a resource in WISELearn Resources by:

1. Applying an understanding of the Wisconsin Standards for Mathematics and the OER and in-depth criteria to evaluate the alignment of the materials to the standards.
2. Using the Wisconsin Educator Curation Project process to review materials.
3. Preparing for the in-person training.

As we begin, please remember that the materials you will be curating should be:

- instructional in nature
- should cover **no more than one lesson plan's worth of instruction**

As you begin, we would like you to read/review pages 20-27 of Wisconsin Standards for Mathematics publication and Wisconsin's Guiding Principles for Teaching and Learning in a Mathematics Classroom. These documents will provide you with an overview of the vision and direction of mathematics teaching and learning in Wisconsin.

Directions to Begin the Practice Exercise

This document will provide a walk-through exercise of how to contribute a resource in WISELearn Resources. It will also provide evidence and reasoning behind the selection of particular fields of metadata for this resource. It is important to note that the information you provide in the fields about your material is what makes it useable within the system.

- The practice resource we will find here: https://learnzillion.com/lesson_plans/367.
- *Please, stop the training module and briefly review this video before continuing.*
- Helpful tips:
    - Use this document as a reference for navigating the WISELearn Resources repository
    - Save your work as you go. Your session can time-out if left open and unused for quite some time. Use Save and continue to stay on the same page.

WISELearn Resources

Step 1 - Log in to WISELearn Resources at https://wlresources.dpi.wi.gov/

- Click Log In in the menu
- Enter your email and password
  - **Username: your email address**
  - **Password: wiselearnrocks**
  - Please be sure to change your password once you have logged in with the generic information
    - To change your password, click on the top right option for "edit user details" (which is your login/email address) and select "change your password"
- On the left hand navigation bar, or using the blue box at the top of your screen, click the "Contribute link" to begin the process of reviewing and contributing a resource.
- For this practice exercise, be sure to select the "Practice" collection
  - Note that when you will contributing an actual resource, you will need to select the "Wisconsin Educator Curation Project"

Gateway Criteria

This first set of questions serves to screen out materials with fundamental flaws that would make them inappropriate for WISELearn. During your curation day, you will discuss these questions with your teammates and reach consensus on next steps.

WISELearn Field	Example Resource Notes
Name of the Resource (Title)	● Write the title of resource, and subtitle if appropriate. For this resource, write "Compare fractions using a number line"
Classroom Subject	● Check the primary subject area(s) for the resource. Subjects with a + contain additional areas which will appear below.
Access Rights	Select how the resource is available. ● This is an open access material that is freely available and does not require any registration or membership (if a free registration is required for a resource, note "other" and describe that need).
Alignment to WISELearn Vision	Determine if the resource aligns with the WISELearn OER project vision by meeting the given criteria. ● In the case of this particular resource, all criteria are met.
Partner Review	With a partner, review the resource and confirm that it is sound enough to proceed with full preparation and evaluation. It should be free, well aligned, and meet all the preceding criteria.

WISELearn Resources

Step 2 - Complete Details about the Resource

- Complete the rest of the fields with descriptive and evaluative information about a resources.

WISELearn Field	Example Resource Notes
What is Your Resource? ● **Resource URL** ● **Attachments** ● **Ownership** ● **Author/Creator** ● **Publisher** ● **Date Created** ● **Language**	● Copy the url of the specific resource, not the collection of resources. In this case you could copy https://learnzillion.com/lesson_plans/367. ● **Attachments** Do you have anything to attach to this resource that will be helpful to another user, such as a lesson plan or additional OER? ● **Ownership** Do you personally own this resource? ● **Author/Creator** Enter the name of the individual responsible for the creating this resource. In this case, the creator of the lesson is Shani Benson. ● **Publisher** Enter the entity responsible for publishing or making the resource available. In this case the publisher is LearnZillion ● **Date Created** ● **Language**
Description	Write a description of the resource in your own words. ● In this case you may say; "This lesson builds on student understanding of fractions as numbers on a number line as they compare fractions with unlike denominators (halves, fourths, and sixths). This is a foundational 3rd grade concept and provides experience with both concrete and numerical representations. Students are asked to explain their thinking and justify their reasoning."
Guidance Narrative	You will provide ideas for teachers on how to improve this resource and use it effectively with a group of students ● Describe any changes or extensions you would make. ● Share suggestions for implementation to include ideas such as: where the resource fits in an instructional sequence, links to other content areas, or how you might group students to engage in the activity outlined in the resource. Note any particular strengths and weaknesses of the resource.
Resource Type	Select the primary resource type(s). Some resources may apply to multiple categories. This particular resource is a "Lesson/Lesson Plan" and "Demonstration/Simulation"
Digital Media Type and Required Technology	Identify the media type(s). In this case, the media types are both "Text" and "Video"

Educational Use	Select the resource purpose. In this case, the resource is "Curriculum/Instruction".
Grade Level **End User** **Learning Time**	**Grade Level** Choose the primary instructional level(s) for appropriate use, regardless of curriculum alignment. For this resource, Grades 3 and 4 would be appropriate. **End User** List the target audience(s). This resource is primarily meant for teachers, but can be utilized by parents and students. **Learning Time** Enter the approximate/typical time to work with/through the resource for the intended audience.
Keywords	Enter words or phrases that may be used in a search for this particular resource. For this resource, additional keywords could include: fractions, fractions as numbers, comparing fractions, number line, equivalent.

WISELearn Resources

Step 3 - Evaluate for the Open Education Resource (OER) Criteria

This set of fields provide the quality measures that assures resources surfaced through the Wisconsin Educator Curation Project are high quality and meet the standards for an open education resource.

- WISELearn Resources leverages the work of Achieve Inc, a non-profit multi-state entity that has developed quality rubrics for measuring open education resources, as well as high quality standards-aligned content.
- The resources curated through this project have an additional measure of quality control.

WISELearn Field	Example Resource Notes
Quality of Explanation of Subject Matter	For this rubric you will be noting the quality of the content explanation. ● For this example, the resource would be rated as a 3 since it provides a strong explanation of the mathematics skills and conceptual development of comparing fractions. The description identifies the big ideas and frames the relationship to future work in mathematics.
Quality of Instructional Support Materials	For this rubric you will be evaluating the overall quality of instructional materials. ● Again, N/A would be appropriate for some materials such as an online simulation by itself. For this example, we would rate the resources as a 3. In addition to the lesson, there are video and text support examples for students' prior knowledge, intervention support and extension support. The resource provides the teacher with guiding questions to build student understanding of the concept.
Assessment	In some instances, it is possible that the material will not include assessment; therefore, selecting N/A would be appropriate. Since both formative and benchmark assessments are powerful tools to gauge student learning, it would be appropriate to note suggestions. ● We would score the example as a 3 since the formative assessment examples and the practice exercises provide valuable information about what students understand about comparing fractions on a number line.
Opportunities for Deeper Learning and Student Engagement	With this rubric, we hope to get a sense of deeper thinking and engagement. In this activity, we would rank it as strong.

	● The activity supports deep learning of the concept of comparing fractions on a number line; however, there is limited explicit direction regarding collaboration and student engagement.

Step 4 - In-Depth Measures of Math Material Quality

This set of fields provides additional criteria related to a specific subject matter. These in-depth measures help further identify high-quality resources in the area.

WISELearn Field	Example Resource Notes
Standards Alignment and Depth	● The resource should meet **at least two** of the three criteria for full consideration. Alignment to the depth of the grade level of the Wisconsin Standards for Mathematics indicates that the resource addresses the major work of the grade level or conceptual category. The example resource would receive a check for the first (aligned to depth of the grade-level) and third (balance of mathematical concepts and procedures) criteria. While the Mathematical Practices are identified (MP1 and MP4), they are not explicitly called out in the lesson.
Key Shifts in the Wisconsin Standards for Mathematics	This question asks you to consider the three key shifts of the Wisconsin Standards for Mathematics: Focus, Coherence, and Rigor. You will be considering components of each of these shifts and rating them along a scale as weak, average, or strong. An overview of the shifts is found at: http://www.corestandards.org/other-resources/key-shifts-in-mathematics/. A resource should be "High" in most categories to be considered a reliable resource. ● In order to evaluate the **Focus** of the resource, determine if the resource is concentrated on the major works of the standards at the selected grade level. ● In order to evaluate the **Coherence** of the resource, you will want to look at the standards domain and clusters at the grade level(s) you selected before. ● There are three important components when considering **Rigor**: conceptual understanding, procedural skill and fluency, and applications of the mathematics.
Instructional Focus	For full consideration, the resource should meet at least five of the criteria identified in this section. When reviewing the options in this section, it is important that the criteria are fully met.

WISELearn Resources

Step 5 - Identify the Educational Frameworks and License Type

This set of fields provides additional criteria related to educational frameworks.

WISELearn Field	Example Resource Notes
Standard Alignment	● The key to this section is alignment to the content and intent of the Wisconsin Standards for Mathematics. In order to receive a score of 4, the resource needs to focus on building conceptual understanding of the major work of the grade level.
Promoting Excellence for All	● Indicate which of the categories of Wisconsin's Promoting Excellence for All initiative, an achievement gap reduction effort, this resource is best aligned to "Effective Instruction." For more information on Promoting Excellence for All, visit http://dpi.wi.gov/excforall
Universal Design for Learning (UDL)	● UDL parallels three distinct learning networks in the brain used in learning: recognition, strategy, and affect. The respective UDL Principles offer scientifically-valid supports for learner access to information - or Representation, to being motivated to learn - or Engagement, and to demonstrating what the learner can do, or Action and Expression. UDL conveys the need to reduce curriculum barriers with intentional planning to address learner variability through the use of multiple methods, providing options which maximize learning for the greatest number of student
License Holder and Type	● To locate the license type of this resource (LearnZillion), please visit https://learnzillion.com/terms. You will find that the license type is "Creative Commons."

Congratulations! To finish submitting your resource, click "save" and "submit." You've successfully uploaded a high-quality resource for moderation into WISELearn Resources that will benefit many Wisconsin teachers. A subject matter-expert will review your review prior to approval. Share your work with your teammates for their feedback.

WISELearn Resources

Further work to complete before your in-person curation day

Find 4-6 resources to use in your in-person work day

From your own experience and connections, identify 4-6 examples of instructional materials to suggest for inclusion in WISELearn Resources. These materials should be at the level of lesson or finer-grained, not full units or curricula. You will find a list of suggested sources for OER on the Training site.

Practice Exercise

Please note that you will receive your training stipend only upon successful completion of the training activity. We will start the work day by discussing reviews of this resource as a group to ensure that all of us are approaching resources in similar ways. In essence, this will be an anchor review.

For additional practice in curating a math resource

Practice Resource: Designing 3D Products: Candy Cartons

Suggested sites for excellent resources math

- Jo Boaler YouCubed
- Illustrative Mathematics
- Teaching Channel
- Dan Meyer's Three-Act Math Tasks
- Mathematics Assessment Project